

APPROACH TO ESP (ENGLISH FOR SPECIFIC PURPOSES) COURSE DESIGN

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Annotation

The following article outlines an ESP (English for Specific Purposes) course intended to improve agronomy students' speaking and reading abilities. With the help of carefully chosen resources and a student-centered, problem-based learning (PBL) approach, the course gives students the language skills they need for their line of work. The focus is on learning certain words and expressions that are essential for comprehending intricate documents such as contracts and medication compositions. The education also cultivates oral communication skills important for agronomists in international trade, negotiations, and interactions with foreign investors. By combining reading (including real materials) with problem-solving exercises, the course design acknowledges the significance of striking a balance between language acquisition and content. By using a case study approach, the course encourages students to think critically and expand their vocabulary by examining many points of view.

Key words

Problem-based approach (PBL), Medicine formulations, Contracts, Formative assessment, Summative, Reflection, Scaffolding, Textbooks.

Introduction. The course focuses to develop students' reading and speaking skills at the same time by using different methods and materials by the end of the course. Vocabulary is very important in improving reading, especially if those words are terminologies or phrases. Reading is a must-know skill for Agronomists, as they must understand every clause in medicine formulations and contracts. Language is very important for the complete understanding and compliance of written English instructions and agreements on medicines. Not only they should be good at reading, but also their oral competence should be high. It is the task of agronomists to communicate through direct words, usually when exporting and importing medicines or making agreements or conversations with foreign investors. In addition to various methods, there is also a large contribution of materials. Although the method is well organized, if there is no consistency in the selection of materials, there will be no development. Looking at the chosen method, PBL is considered a student-centered approach, and it increases students' critical thinking and communication skills with real world problems. More preciously, they learn new words related to their specific field by finding solutions to problems and express them in oral communication. This allows them to practice their terminologies and how to approach real situations. Woodraw (2018) notes that it is sometimes useful to combine reading with a problem-based approach. That is, presenting the cause of problems through reading, for example, authentic materials, also contributes greatly to the improvement of reading and speaking in my learners. According to Woodraw (2018), it is better to keep a limit when working with the PBL method. Because instead of developing students' skills, by devoting themselves to finding a solution to the problem, the focus can be turned to the solution, not the language.

“As with all discipline-based methodologies, it is important to maintain a focus on language. This can often be lost because of the content-based nature of the problem”. (Woodraw 2018, p. 134). PBL approach focuses on only a solution to a problem, while case study includes multiple solutions to a problem which demands considerations of the consequences of the solutions. It broadens learners critical thinking and vocabulary range by oral speeches.



Literature review. In terms of assessment criteria, there will be 3 stage assessing ways to check my learners; the former is an exit test to identify their prior knowledge and the second is monthly/ weekly formative assessment and summative at the end of the course when they are graduating Esp course.

1. An entry test for the course: I will use the test to check the students' general English proficiency and it helps me to be aware of their current English included grammar, vocabulary, reading, speaking, listening. Because this type of test gives overall information about the students' level whether they are ready to start the course or not. As Woodrow (2018) mentioned entry tests are used to measure whether a student has the basic proficiency to be able to successfully study the ESP course. (p.86).

2. Formative assessments demonstrate the students weekly/monthly results what they are gaining from ESP course and throughout the course I will conduct 4 formative assessments at the same style but with higher knowledge in every upcoming month. After they are examined with formative assessment they will be given individual feedback. FA will be in the style below:

<a: There are given different terminologies or products related to the soil, plants and insects, vegetables and fruits. Students' responsibility is explaining the terminologies and products what are they used for and Why and How?

<b: The process happens both in written and spoken form.

3. Writing *reflection* solution (s) to one agricultural problem.

As soon as they finish the course, they are given several problems to write solutions based on their specific field. There are given several problems and teacher choose questions either the students choose themselves or the teacher himself gives the order. The main rule is the reflection should be in no less than 2 pages. Coming back to O'Sullivan's (2012) article about "Assessment issues in Language for specific Purposes" gave multiple explanations while assessing the students properly with what should be done and should not.

Coursebooks: Agricultural coursebooks include a mix of theoretical concepts, practical applications and current issues related to the field and new innovations.

Teachers use coursebooks in different ways and for different purposes. Hutchinson (1996) conducted a study that indicated that coursebook use is influenced by teacher training and experience, beliefs, personality and knowledge of subject matter. When choosing the coursebook for the lesson, pedagogical ability is required from a teacher by including students' needs, methodological approaches and subject purposes. Agricultural coursebooks can give direction to the teacher and they meet all the requirements, both academically and practically. In addition, they are designed in a state based on all standards and can directly follow the goal, such as starting with explanation to the products and components or the ways of usage. In addition, coursebooks includes a wide range of topics providing theoretical foundation which is necessary for students to grasp practical applications. I prefer the coursebooks covered illustrations, photographs and diagrams in order to the topic/item/object comprehensible and engaging. I am often in favor of curriculum transmitters, because on most cases I rely on coursebooks.

Authentic materials: Topic relevant magazine article, academic journals and reports/agreement can develop the lesson plan in Agricultural field.

How subject textbooks are important in authentic texts.

Authentic materials are considered one of the useful and effective sources in the world of education. As Woodrow (2018) mentioned materials should provide learners opportunity to use target language. There are different types of authentic materials such as oral texts, innovational presentations and seminar discussions, or written texts. Initially, the magazine articles Woordaw (2018) mentioned, are easy and interesting sources on the different topics in different fields. Academic journals and magazine articles perform almost the same function. More preciously,



they can give much more information about the growth of the plants as well as the problems arising and the solutions in agriculture which interest the reader in the field. The sources are open to represent the latest innovations which can contribute huge growth to Agriculture. The variety of authentic materials also increases the interest of students in the lesson. "The content is relevant and instructional and may provide a scaffolding for subject learning" (Bondi, 2016 p, 115). They are also very useful for field-specific vocabulary. According to Bondy (2016) using subject textbooks develops vocabularies especially terminologies in my students' sphere based on communicational events in their own right. It mostly improves students speaking and subskill (vocabulary) awareness but not the language learning. There should be some limits to use any authentic materials.

Methodology (Research Design)

As the study employed a mixed-method approach, combining both qualitative and quantitative methods to investigate the effectiveness of authentic materials in ESP (English for Specific Purposes) classes, particularly in the field of Agriculture. The research focused on identifying students' needs and evaluating how authentic materials contribute to vocabulary development and speaking skills.

Participants: The participants were ESP students majoring in Agriculture at a higher educational institution in Uzbekistan. In addition, several ESP teachers were involved in the study to provide professional perspectives on material selection and classroom implementation.

1. Data Collection Instruments: To conduct a detailed needs analysis, the following instruments were used:

a. Questionnaires

Questionnaires were distributed to students to identify:

- Their language proficiency level
- Preferred learning materials
- Difficulties in specific skills (speaking, vocabulary, reading, etc.)
- Interest in authentic materials such as academic journals and magazine articles

b. Semi-Structured Interviews

Interviews were conducted with both students and teachers.

- Student interviews helped identify their strengths, weaknesses, and expectations.
- Teacher interviews provided insights into prior competence, teaching concerns, and experience in using authentic materials.

c. Classroom Observation

Classroom observations were carried out to examine how authentic materials (e.g., magazine articles, academic journals, seminar discussions) were integrated into lessons and how students responded to them.

Procedure: The research was conducted in several stages:



a. Needs Analysis: Initial questionnaires and interviews were administered to analyze students' academic and language needs.

b. Material Selection

Authentic materials such as academic journal articles and magazine texts related to Agriculture were selected based on relevance, difficulty level, and vocabulary richness. The theoretical framework was supported by Woodrow (2018) and Bondi (2016), who emphasize the importance of relevant and instructional content.

c. Implementation

Selected materials were integrated into classroom activities aimed at developing two or three skills simultaneously (e.g., reading + vocabulary + speaking). Activities included:

- Vocabulary extraction tasks
- Group discussions
- Oral presentations
- Problem-solving tasks based on agricultural issues

d. Evaluation

Students' performance was evaluated through speaking tasks, vocabulary exercises, and feedback sessions. The results were analyzed to determine improvements in subject-specific vocabulary and communicative competence.

2. Data Analysis

Quantitative data from questionnaires were analyzed using percentage calculations to identify common patterns in students' preferences and needs. Qualitative data from interviews and observations were analyzed thematically to identify recurring themes related to motivation, engagement, and skill development.

3. Ethical Considerations

All participants were informed about the purpose of the study. Participation was voluntary, and responses were kept confidential.

Conclusion. Through Woodrow's (2018) theoretical knowledge in his articles, it is not only what to carefully observe in the analysis of students' needs, but also what methods and approaches to show them the expected results step by step without extinguishing their interests and preferences until the end of the course. In particular, I collected information about developing 2 or 3 skills at the same time through one method, and also about its disadvantages. Needs analysis not only identifies all the preferences of students, but actually teaches the ESP teacher how to represent himself or herself. Their opinions, from which students have problems with which skills or which ones are their strengths, to what the teacher is like, prompts the teacher to be mindful of his teaching style. Interview and questionnaire gave me a lot of takings. Even the interview of the teachers, knowing what their prior competence was and what their concerns or strengths were, gave me knowledge in developing further materials and choosing them properly.



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